THE EFFECT OF INTEGRATING SCRABBLE INTO NUMBERED HEADS TOGETHER ON STUDENTS’ VOCABULARY ACHIEVEMENT AT GRADE SEVEN OF SMP NEGERI 12 KONAWE SELATAN

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ABSTRACT

This study aimed at finding out whether there is a significant effect of integrating scrabble into numbered heads together at grade seven of SMP Negeri 12 Konawe Selatan or not. The research was conducted to answer the following question “Is there any significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven of SMP Negeri 12 Konawe Selatan?”. The hypothesis of this research is “There is a significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven of SMP Negeri 12 Konawe Selatan”. This research used quasi experimental design with population was all grade seven students at SMP Negeri 12 Konawe Selatan in academic year 2018/2019. The samples of this research were class VII⁶ as the experimental class and VII⁷ as control class. The experimental class consist of 28 students and control class consist of 26 students. The research instrument was 40 questions of vocabulary test. Collecting the data, the researcher gave pre-test, taught integrating scrabble into numbered heads together, and giving post-test. The result show that students’ mean score in experimental class are 55.21 at pre-test and 75.13 at post-test, while students’ mean score in control class are 55.61 in pre-test and 64.93 in post-test. Based on the calculation of T-test, it shows that the score of tcount = 5.636 is higher than ttable = 2.007 and the pvalue= 0.000 is lower than = 0.05. Therefore, the null hypothesis is rejected and H is accepted. This can be conclude that there is a significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven students of SMP Negeri 12 Konawe Selatan.
1. Introduction

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornbury (2002) states that without grammar not much can be communicated, without vocabulary nothing can be communicated. In other words, the first thing that has to be mastered by the learners in language learning is vocabulary. In listening, students’ vocabulary influences their understanding toward teacher speech, class discussion, and other speeches. Then, the words that they choose in speaking affect how good they deliver a message. Furthermore, related to reading skill, students’ vocabulary affects their ability to understand a text. In addition, dealing with writing, students’ vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in life where students are able to communicate in English.

In learning English, students normally have some difficulties, especially in mastering vocabulary such as difficulty in understanding the meaning of words, and cannot spell the words correctly. In addition, students also have difficulty in memorizing a lot of vocabulary and forget them easily it causes the teacher always asks the students to memorizing vocabulary in monotone ways, it makes the students easier to forget the words. So, the students feel afraid to speak or write and worry to make a conversation with the others because they have not enough vocabulary in their mind. This problem is supported by Rubin and Thomson (1994) states that learning vocabulary only by memorizing word from a list is less effective because it can consume much time and effort. Furthermore, they said that the number of words who learned by the student use this way is limited.

In this case, the researcher founds these conditions when doing observation at the seventh-grade students of SMP Negeri 12 Konawe Selatan. In this school, students still have less vocabulary that can be seen from the students' responded during the question and answer session with the teacher. In order to increase students’ vocabulary, the teacher can use game as media in learning process. One of the available games that can be used to teach vocabulary is scrabble game. In the teaching process by using media, there must be a technique used because the media is reinforcing so it must be combined with techniques. As Lucas (2003) states that the use of scrabble game or similar word games becomes a basis for reinforcing learning concepts. In the other words, scrabble game is only as reinforcement in vocabulary learning so that the use of media games must be followed by techniques. In this case the researcher used one of the techniques in the cooperative learning method, namely Numbered Heads Together (NHT) technique. Lince (2016) Numbered Heads Together is cooperative learning model which emphasizes students’ activity in which students are expected to interact with other students in the group so that they can increase their learning. In addition, numbered heads together give positive effects for the students; such as they learn how to cooperate with each other, learn how to lose but still have a big motivation to get a maximum score to be the winner, and how to give appreciation to each other. So, to improve students' vocabulary mastery, teachers can integrate scrabble into numbered heads together techniques in the teaching learning process.
Based on above the explanation, the writer formulated the research question to be answered in this study is “Is there any significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven of SMP Negeri 12 Konawe Selatan?”

2. Methodology

The type of research that used in this research was qualitative research, and the researcher used quasi experimental design. The purpose of this design was finding out whether or not any significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven of SMP Negeri 12 Konawe Selatan and the research was conducted in SMP Negeri 12 Konawe Selatan, on Monday, November 26th, 2018. The total population was 163 students and the sample of this study was class VII\textsuperscript{B} and class VII\textsuperscript{E} at SMP Negeri 12 Konawe Selatan, which consisted of only 54 students where the experimental class consisted of 28 students and control class consisted of 26 students.

The instrument of this study was vocabulary test. The test consists of 40 numbers of multiple choices forms; fill the blanks and matching test. The topic of the test was about noun consist of things in the classroom, things in the kitchen, kinds of animal, and public buildings. The test was given in pre-test and post-test to know how far students’ vocabulary before and after getting treatment.

The data of this study was analysed quantitatively. In this study, the researcher used the descriptive and inferential statistic for analysing the data. Descriptive statistics was used to know the differences result before and after a treatment.

3. Result and Data Analysis

a. Experimental Class

Chart 1: Comparisons between Students’ Score on Pre-Test and Post-test in Experimental Class

As shown in chart above, it shows that the students who get “very high” criteria in post-test is 5 students (17.86%) while no one students get “very high” score in pre-test (0%), students who get “high criteria” in post-test are 12 students (42.86%) while in pre-test are 4 students (14.29%), students who get “enough criteria” in post-test are 10 students (35.71%) while in pre-test are 8 students (28.57%), there is a student who get “low score” (3.57%) in post-test while in pre-test
are 13 students (46.43%), and there is no student who get “very low” criteria in post-test (0%) while in pre-test are 3 students (14.29%).

**Chart 2: Comparisons of Mean Scores, Maximum Scores, Minimum Scores, and Standard Deviation in Pre-test and Post-test in Experimental Class**

Based on the chart above, it can be concluded that there is a significant improvement between the mean score of pre-test and post-test in the experimental class. It can be proved by the mean score in pre-test is 55.21 improve to 75.13. Besides, the differences also can be seen on maximum and minimum score, where the minimum score in the pre-test is 26.92 become 53.84 in the post-test, while the maximum score in the pre-test is 80.76 become 100 in the post-test. The standard deviation score is 1.37 in pre-test lower than 1.23 in post-test. Indeed, it can be concluded that integrating scrabble into numbered heads together has significant effect on students' vocabulary achievement.

**b. Control Class**

**Chart 3: Comparison of Pre-test and Post-test Score in Control Class**

Based on the chart above, the frequencies of students' score in pre-test and post-test of control class are: the students who get very high criteria in post-test are 3.84% students while in pre-test (0%), students who get high criteria in post-test are 26.93% students while in pre-test are 11.54% students, students who get moderate criteria in post-test are 46.15% students while in pre-test are 30.77% students, there are 23.08% students who get low score in post-test while in pre-test are 53.85% students.
students, and there is no student who get very low criteria in post-test (0%) while in pre-test are 3.84% students.

Chart 4: Comparisons of Mean Scores, Maximum Scores, Minimum Scores, and Standard Deviation in Pre-test and Post-test in Control Class

Based on the chart above, there is an improvement between the mean score of pre-test and post-test in the experimental class, where mean score in pre-test is 55.61 improve to 64.93. Then, minimum score in the pre-test is 26.92 become 46.15 in post-test, while maximum score in the pre-test is 84.61 become 96.15 in post-test. Standard deviation score is decrease where the score is 1.38 in the pre-test becomes 1.23 in post-test. In short, it could be concluded that teaching vocabulary by using numbered heads together technique only does not have significant effect on students' vocabulary achievement.

c. The Result of Normality

Tests of Normality

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-Gain</td>
<td>.108</td>
<td>54</td>
<td>.176</td>
<td>54</td>
<td>.169</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the above table, normality of N-Gain is the p value (0.176). It means that the data of N-Gain is distributed normally because the p value (0.176) is higher than 0.05. Therefore, the hypothesis testing can be continued.

d. The Result of Homogeneity

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>.000</td>
<td>1</td>
<td>52</td>
<td>.987</td>
</tr>
<tr>
<td>Post-test</td>
<td>.031</td>
<td>1</td>
<td>52</td>
<td>.861</td>
</tr>
</tbody>
</table>
From the table above, the $p$ value (sig) in pre-test both of the classes are 0.987 and the $p$ value of post-test in both of the classes is 0.861. It means that the variances of classes are homogeneous because the result of $p$ value of pre-test and post-test in both of the experimental and control class (0.987 and 0.861) is higher than 0.05.

**e. The Result of T-Test**

<table>
<thead>
<tr>
<th>Df</th>
<th>t-test</th>
<th>Symbol</th>
<th>t-table</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>5.636</td>
<td>$&gt;$</td>
<td>2.007</td>
<td>$H_0$: Rejected</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$H_1$: Accepted</td>
</tr>
</tbody>
</table>

Based on the table above, it shows that value of t-test is higher than t-table. It means that $H_0$ is rejected and $H_1$ is accepted. Therefore, there is a significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement at grade seven of SMP Negeri 12 Konawe Selatan.

**4. Discussion**

The increased of the students' vocabulary because of some factors. Firstly, students can memorize the vocabulary they have learned by playing. Where students play scrabble game by arranged the letters tile, they had into a word and get points for each word they composed. The teacher tries to introduced how to memorized vocabulary easily and made students not only played but also learned. In the other word, they did not memorized vocabulary in monotonous ways. So, they could memorize vocabulary in different ways. It supported by Sheppard (2002) scrabble is a board game where players build words with small tiles that contain letters with varying point values. Hapsari (2017) also said that scrabble game is very useful, easy and entertaining game to practice any set of vocabulary.

Secondly, motivation and feeling of wanted to be a winner when played scrabble made students think hard to remember and compose vocabulary. Where students were diligent in learned to get an optimal final score, think of the ways to produced solutions and string as many words as possible so that they became winners. In other words, played scrabble made students had creative and critical thinking. This is supported by Warner (2005) said that Scrabble can be used in developing problem-solving skills and is motivating for students.

Thirdly, the use of scrabble games as a reinforcement in the teaching and learning process. Where in the process there were an input and output process when Scrabble game played. In the learned process the teacher provided material as input to their knowledge. The vocabulary they learned were developed and strengthened through scrabble game. It supported by Lucas (2003) states that the use of scrabble game or similar word games becomes a basis for reinforcing learning concepts. Then, when students play scrabble the input and output processes occur when students gave or made vocabulary on scrabble boards (output) and other students who played received and understand the vocabulary (input). This is supported by Krashen (1985) states that we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive “comprehensible input”. In other words, by playing scrabble game students can sharing the information and increase their vocabulary skills.
5. Conclusion

The result of this study shows that there is any significant effect of integrating scrabble into numbered heads together on students’ vocabulary achievement. The result of descriptive analysis in post-test has significant improvement. Mean score of post-tests (75.13) in experimental class is higher than pre-test score (55.21). While, in control class also has improvement but is not higher than experimental class. It can be seen on post-test score (64.93) is higher than pre-test score (55.61). Therefore, $H_1$ was accepted and $H_0$ was rejected with effect size was 0.61.

6. Suggestion and Recommendation

1. The subject of this research was seventh grade students of Junior High School, so it is possible for the next researcher to conduct in different level.
2. The result of this study has shown that integrating scrabble into numbered heads together can improve students’ vocabulary achievement. Therefore, the researcher suggests to the English teacher to apply this strategy in teaching vocabulary.
3. The researcher also recommended applying integrating scrabble into numbered heads together in smaller class to take easy in managing the class and pay attention to the time because the application takes a lot of time.

References


